

Read the following instructions carefully before answering the questions.

1. This paper consists of THREE sections and covers FIVE main topics.

SECTION A: COMPULSORY

SECTION B: Consists of THREE questions.

Answer any TWO of the three questions in this section.

SECTION C: Consists of TWO questions.

Answer any ONE of two questions in this section.

2. Read the instructions for each question carefully and note what is required.  
Note that ONLY the first TWO questions in SECTION B and the FIRST questions in SECTION C will be marked.
3. Number the answers carefully according to the numbering system used in this paper.  
No marks will be awarded for wrongly numbered answers.
4. Except where other instructions are given, answers must be written in complete sentences.
5. Use the mark allocation and nature of each question to determine the length and depth of an answer.
6. Use the table below as a guide for marking and time allocation when answering each question.

SECTION A	QUESTION	MARKS	TIME
A: SHORT QUESTIONS COMPULSORY	1	20	15
B: THREE direct/indirect type questions CHOICE: Answer any TWO	2	20	30
	3		
C: TWO essay type questions CHOICE: Answer any ONE	4	40	45
	5	40	
TOTAL		100	90 MIN

7. Start the answer to EACH question on a NEW page. e.g. QUESTION 1 – new page, QUESTION 2 – new page.
8. You may use a non-programmable calculator.
9. Write neatly and legibly.

## SECTION A (COMPULSORY)

### QUESTION 1

- 1.1.1 Various options are provided as possible answers for the following questions. Choose the answer and write only the letter (A-D) next to the question numbers (1.1.1 to 1.1.5) in the ANSWER BOOK, e.g. 1.1.1 D.

- 1.1.1 Which of the following will not be a suitable characteristic for an entrepreneur?

- A. Passionate
- B. Sound financial management
- C. Motivated
- D. Impulsive

- 1.1.2 What is the main purpose of a Work Breakdown Structure?

- A. Provides a visual timeline of tasks
- B. Describes business goals and methods
- C. Divides the business plan into smaller project stages
- D. Displays a sequence of related events

- 1.1.3 How would a stable workforce contribute to a successful business?

- A. Increased customer base
- B. Improved ethical governance
- C. Increased productivity
- D. Long-term sustainability

- 1.1.4 A ... are a visual representation of chronological information.

- A. gantt chart
- B. list
- C. timeline
- D. work structure

- 1.1.5 ABC bank allows Sorensen Shop to withdraw more money than what is available in their bank account, this is known as...

- A. trade credit
- B. overdraft
- C. investment
- D. angel funding

(5 × 2) (10)

# Grade 11 Business Studies Examples Memorandum

**Quartermaster General of the Army**



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*X-kit FET Grade 11 BUSINESS STUDIES*, 2007      **Investigation of Concentration of Economic Power** United States. Congress. House. Temporary National Economic Committee, 1940 Continuation of investigation of economic concentration in industry and commerce pt 5A Contains FTC report on industry monopolistic practices pt 15A Contains report on marketing practices in the retail distribution of motor fuel and motor lubricant products pt 17A Contains replies of oil companies to the committee questionnaire on financial data and related topics      T.C. Memorandum Decisions United States. Tax Court, 1974      Q.M.C. Historical Studies Quartermaster General of the Army, 1951      **Q.M.C. Historical Studies ...** United States. Army. Quartermaster Corps, 1951      *Tax Court Memorandum Decisions*, 1993      *Connecting Language and Disciplinary Knowledge in English for Specific Purposes* Alissa J. Hartig, 2017-08-11 How are language and disciplinary knowledge connected in the English for Legal Purposes ELP classroom and how far should ELP practitioners go in supporting students acquisition of the conceptual frameworks that shape the genres they are learning This book presents a pedagogical model for incorporating these conceptual frameworks into disciplinary language instruction and follows four focal participants as they learn to read and write new genres in a second language and disciplinary culture By examining not just students written texts but also their reading practices and interactions in class and in tutoring sessions the book traces the ways in which disciplinary knowledge and language interact as students develop academic literacy in a new disciplinary community Throughout the book the discipline of law is used as a lens for examining broader connections between language culture and disciplinary knowledge and their relevance for English for Specific Purposes and writing in the disciplines

**Resources in Education**, 2000-04      Libraries Mary Eileen Ahern, 1927      Vanity Fair, 1922      **Successful Communication for Business and Management** Malra Treece, 1998 This treatment of communication principles is applied to letters memos reports employment letters and resumes and oral non verbal and intercultural communication It presents theory techniques and applications to teach students how to solve business and personal communication problems

Higher Education, 1956      *Canadiana*, 1991      **Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant**,      *Higher Education in Nepal* Krishna Bista, Shyam Sharma, Rosalind Latiner Raby, 2019-08-19 This book presents a showcase of discussions and critical perspectives about Nepalese higher education Its chapters cover topics such as the impacts of local sociopolitical changes and global forces on public and private education emerging online and distance education administrative and intellectual leadership quality assessment graduate employability global mobility of students and the contributions of global diaspora of Nepalese scholars The central questions of the book are What are some of the local and global academic interactions in Nepalese higher education and what are the current challenges and pathways for advancements and improvements How can Nepalese higher education absorb twenty first century values of quality education as external forces while adapting new developments to local needs How can scholars interested in

Nepalese South Asian and international higher education create opportunities for scholarship and professional collaboration around research on higher education in this region of South Asia What issues and perspectives can research and scholarship about Nepal s higher education offer to international discourse in higher education The book offers information and resources to international educators interested in the dynamics of Nepalese and by implication South Asian higher education by introducing key challenges in policy and programs innovative changes in curricula effective approaches in technology application and strategies for future integration of global reforms in education     The Engineer ,1922     *Atlantic Educational Journal* ,1914     *Hearings* United States. Congress. House. Committee on Ways and Means,1969     **Tax Reform, 1969** United States. Congress. House. Committee on Ways and Means,1969     *Tax Reform, 1969, Hearings* United States. Congress. House. Ways and Means,1969

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